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ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The eighth grade guide contains units geared to a better understanding of the host nation--its history, economic system, institutions, community services, holidays, customs and traditions, art, literature, music, and ecology. The guide is illustrated with student art. (MSE)

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DS Manual 2650.8
April 1988

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM

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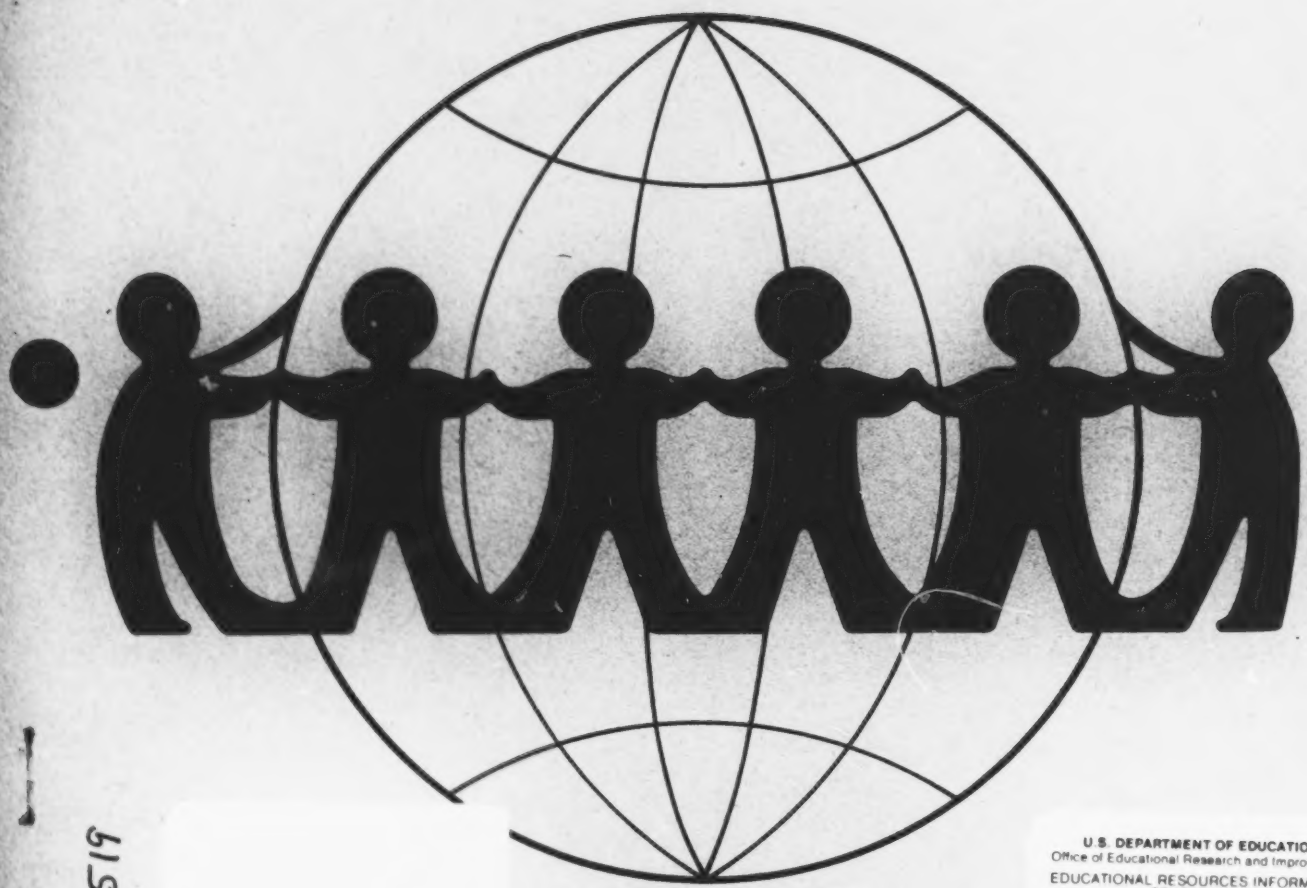

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LIVING IN OUR HOST NATION
(Eighth Grade)

PREFACE

The Department of Defense Dependents School (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

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INTRODUCTION

Since the administrative organization, staffing, and class schedules of schools with grades 7 and 8 are so diversified, it was decided to provide guides for a full year program. "Exploring our Host Nation" is provided for seventh grade and "Living in Our Host Nation" for eighth grade. In schools where culture courses are less than 1 year in each of the 2 years, teachers with the approval of the principal will need to select topics which best meet the needs of their students. If foreign language courses are offered to seventh and eighth grade students, the teacher should review these guides for objectives and activities which will provide those students with cultural experience. If only one culture course can be offered during the 2-year period, the teacher with the approval of the principal should select topics from both guides based on the needs of the students.

Understand and Guide the Early Adolescent

Adolescence alone is complicated enough for the 7th and 8th graders. It is important for the host nation teacher to accept this fact and to understand the various stages of development when guiding the adolescent in new areas of learning.

Those students not yet maturing seem to have endless energy, while those who are maturing have periods of restlessness and fatigue. Because of their uneven growth, they may appear awkward and without much control. They are also very self conscious about their body changes at this time.

The 7th and 8th graders need to know that what is happening to them is okay, but their responses to adult assistance are often guarded. They prefer to seek acceptance by age mates and peer groups. An opinion expressed by a peer is often of much greater value to them than one given by an adult, unless they have developed a deep sense of trust in that adult.

Those who are maturing are discovering the opposite sex. This discovery may take a lot of attention away from the on-going classroom instruction.

They are very social and fad conscious. The latest hit charts in music and other contemporary topics hold their interest. The latest hair styles, magazines like Seventeen, information on drugs, and boy-girl relationships rate high on their list of priorities.

Girls are about 2 years ahead of the boys, so host nation teachers need to keep this in mind when planning projects, varying their programs to meet the different maturity levels. Regardless of their maturity levels, all are searching for idols and ideals, and trying to "find themselves."

The host nation teacher may find the early adolescent eager to criticize, but when time has passed and trust is developed between teacher and student, their mood swings can become very cooperative. A teacher with a good sense of humor and a feeling of honest warm affection can become on important influence on their lives. They relate much better to teachers than to their parents at this level. Nagging and scolding and talking down to them is an immediate turn-off.

Because of the DoDDS association with the military, some adolescents develop a keen interest in past wars and military strategies for research projects. These early adolescent years are extremely difficult for the DoDDS student when its important to have established friendships. Moving around so much, it often uproots them at a very crucial time in their lives. If the host nation teachers are aware of these problems, they can help to provide the buffer that is needed in helping them establish new friendships during partner and team projects.

These students may put on airs that they "know it all," when deep down they may be feeling very insecure and need an understanding adult (outside of the home) to give them the necessary support. Contributing factors for their uncertainty are the changes in U.S. culture such as the feminist movement, cohabitation as an alternative to marriage, broken families, and drugs.

Having the right attitude while facing these sometimes difficult students, the host nation teacher may find that with motivating activities teaching 7th and 8th graders can be a delightful challenge.

Jenkins, Gladys G, et.al., These Are Your Children (New York: Scott, Foresman & Company, 1953)

Every Student should

EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.

ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Host nation history
   A. Local
   B. National
   C. International
   D. Current events

Mary Williams GR 4
Landstuhl ES, Germany

OBJECTIVES:

- Compare historical events of the host nation and the United States.
- Outline specific historical events of the host nation.
- Identify political developments in the host nation states.
- Explain the migration of the host nation people.
- Prepare a time line of host nation history.
- Discuss the history of the local host nation community.
- Distinguish between biased and unbiased information received about host nation cultures.
- Name host nation people and their contributions to world civilizations.
- Explain how nations depend upon each other.
- Discuss purposes of international organizations.
- Choose to read in the host nation language.
- Use a bilingual dictionary.
- Tell familiar events and stories in the host nation language.
- Extend knowledge of simple idiomatic expressions.
- Answer questions in writing from text.
- Write a simple paragraph on a familiar topic.

ACTIVITIES:

1. A Look at our city's history: Have the students trace the development of the local or nearby host nation town or city. Gather as much information as possible about the city, its history, and the effect that interaction and interdependence of individuals and groups had on its growth. Check the local city information office and libraries. Look for pictures and old maps which show how the city looked at various periods in the past. Investigate the following:

   a. When did the city start?
   b. What attracted the original settlers (protection, trade, water resources, etc.)
   c. What did the original settlement look like?
   d. What kinds of jobs did people have?
   e. Who were the leaders?
   f. What caused the city to grow?
   g. What important changes took place in its history?
   h. Is there any evidence of the city's past (old buildings, museums, etc.)?
   i. Were there any famous citizens?
   j. What problems did the city face as it grew and expanded?

Nucharee Samsel
Edgren High School, Japan

Make a time line showing important events in the host nation city's history. Place illustrations or student-made drawings at various points in the school to highlight important events.

Visit historic sights to gain first-hand knowledge and understanding of various stages of the city's history. Make sketches and rubbings of various areas observed.

Visit museums to discover what kinds of clothing people wore, what types of tools and utensils were used, what transportation systems were available, what inventions were developed, and what kinds of things people valued.

Plan brief role-playing scenes which dramatize important events in the city's history. Some students may wish to write and produce a play about an important event which took place in the city.

The students may wish to design and produce posters which could be displayed in the school. The posters could illustrate various historic locations in the city which they feel would be of interest to Americans living there.

The class could write a letter to the directors or curators of the various museums or historic institutions which they visited, thanking them for their assistance, and they might enclose some student drawings of their impressions of the building or items observed.

2. An investigation into the past: The historical development of almost any nation can be traced from an early period when the original natives settled the area to a time when they were eventually confronted with people from other lands moving into their area in search of food, land, water, new territories, etc. Often this period was followed by a series of wars or related conflicts which altered the culture (religion, government, architecture, etc.). There may have been a period when the host nation was a colony of another country or kingdom with laws administered by governments outside the colony. Wars with other countries may have caused further changes in the culture. Have the students investigate the host nation history to determine what events influenced the host nation's culture.

The class may wish to examine three or four periods in the history of the host nation which provide contrasts in the ways of life, government systems, transportation, use of resources, etc. from earlier times to the present. Each period has its heroes, villains, folklore, music, and famous events. The following questions might be considered:

a. Who originally settled the area?
b. Where did they come from?
c. Why did they settle in the area?
d. What was their culture like (homes, families, laws, food, etc.)?
e. Can we still find evidence of the culture (museums, historical sites, folklore, etc.)?
f. How did they contribute to the present host nation culture?
g. What other tribes or groups followed the early settlers?
h. Why did they arrive and from where?
i. What kinds of conflicts arose?
j. In what ways was their culture different?
k. How did they contribute to the present host nation culture?
l. Were there other important conflicts, invasions, wars, revolutions, or disasters which changed the institutions and boundaries of the host nation?

3. Cemeteries: If there is a cemetery in the area, a study trip might be arranged to see how much history students can reconstruct from the information on grave stones, markers, and tombs. The students can identify dates in history and determine the ages at death of males and females, and number and ages of children. They might be able to determine if there had been a plague or a war. Since all cultures expect proper behavior at burial sites, special instruction should be given to students about appropriate behavior and of areas where walking is permitted as well as prohibited.

James Dziedzic
Kinnick High School, Japan

4. Host nation scrapbook: In order to keep a record of their stay in the host nation, students could keep their own scrapbook entitled "My Days in _____" or "My Overseas Diary." They could use a three-ring binder or a large scrapbook sold in department stores and exchanges. The books should represent each student's individual impressions and observations.

Each book might contain maps of the country, provincial area, and community; postcards of places visited; magazine and student-made illustrations of important landmarks, festivals, personalities, and favorite products; listings from TV programs; words to songs which they have learned; colorful drawings of traditional costumes, flags and banners, folklore heroes, and foods. A section might be devoted to simple recipes for popular dishes. Another section could include illustrated popular folktales, legends, or poems. The section on geography and history could include such topics as climate, annual rainfall, average monthly temperature, prominent land and water characteristics, altitude, distance from sea and mountains, short history of the city, changes which have taken place, wars and other conflicts, etc. There might be a section with common, everyday expressions which the student has learned.

5. Mystery person: Have students choose a well-known historical, artistic, or political personality of the host nation and have each one record on tape a 1- or 2-minute monologue in which he/she speaks in the first person about the life of the individual.

Students should not know the chosen identity of each other, and the monologue should be spoken slowly and mysteriously. Replay the recorded monologues, pausing after each one to give the students a chance to guess the identity of the person.

6. You are there: Most countries' histories can be examined by certain periods of time distinguished by changes caused by wars, revolutions, and new leadership. Within each of these broad periods, important leaders and historic events can be discovered. Films, picture books, and stories provide information about the most famous historical events and heroes of any nation.

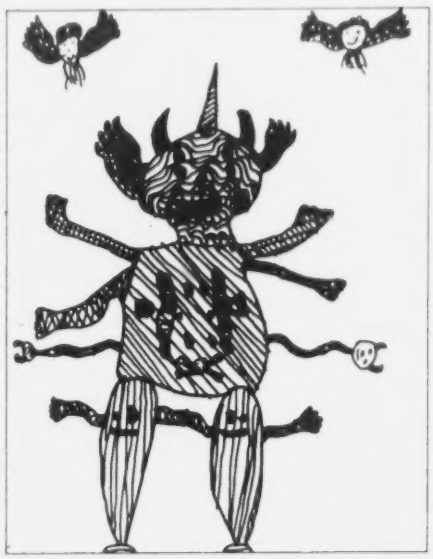
Using puppets or brief dramatic presentations, possibly with simple costumes and props, student committees can plan a series of dramatic presentations, "Great Moments in Host Nation History," which in sequence tell the story of the nation. This may be extended into a presentation for another group in the school or host nation partner class.

7. Provincial and city flags and coats of arms: Find out if the host nation is divided into states, provinces, or districts. In which district do students live? Is there a flag or coat of arms for that district? If so, find out about its history and symbolism. Does the city have its own flag or coat of arms? If so, investigate its history and meaning. Students can make their own small replica of the district's and city's flag or coat of arms. A larger replica of each could be placed in the classroom along with the host nation and U.S. flags and maps.

8. Stamp designers: Have students imagine that they were asked by the host nation government to design a series of postage stamps dealing with one or more of the following host nation themes: important historical or present-day personalities, famous historical sites, natural wonders, national holidays, anniversaries of famous battles, founding of important cities or states, conservation of resources, wildlife protection, flags and coat of arms, folklore, inventors, etc.

Using standard-size writing paper to provide an enlarged "blowup" effect, students may design their own stamps, individually or as members of a team assigned to produce a series of stamps on a special theme. The stamps should be as colorful as possible and show their value in host nation currency.

9. Tell it like it was: Cultural traits, norms of behavior, roles, customs, values, and leadership styles from earlier times in the host nation can be examined and analyzed by learning about some of the host nation legends and folktales. Collect a variety of books containing simple host nation legends and folktales for the students to read. If available, use records, films or filmstrips. After sharing some of the stories, the class may break into smaller groups to plan a dramatic presentation of one of the stories, using appropriate props. Some groups may prefer to make and use puppets while others may prefer to act out the parts themselves. Some teachers may prefer to use the whole class for a presentation which could include actors, dancers, singers, set designers, etc. The students should draw comparisons between the times portrayed in the story and the present times in the host nation in terms of values expressed, norms of behavior, leadership styles, and customs.



Bobby Jo Merritt.

Discuss those stories which are familiar in both the host nation and English language. Plan a performance in the host nation language. These activities may be shared with a partner school.

10. International relations: Have students study the recent history of the host nation. To what international organizations does the country belong? What are the purposes of these organizations? What advantages do these organizations provide for the host nation? Are there any disadvantages? What status does the host nation have with those organizations?

11. National flags: Research the history and symbolism of the host nation flag. What is the history of the host nation flag? What do the symbols on the flag represent? What colors are in the flag, and what do the colors represent? What

is considered proper flag etiquette in the host nation? How does that etiquette compare to that of the U.S. flag? If there is a museum in the area, there may be a flag display, and students can discover the various symbols used through history.

12. Current events: Use part of a bulletin board for current event items about the host nation country, region, and community.

13. Newspapers and magazines: Use bilingual students or students who have some fluency in the host nation language to study host nation newspapers and English newspapers. Compare articles, political cartoons, advertisements, etc. Can the students detect points of view, biases, or stereotypes in either edition?

14. Debate: If a current issue arises which lends itself to a debate, select teams and have them be for or against an issue. Let the remainder of the class act as judges to determine the team that presented the best arguments.

15. Role play: Role play critical current issues in which the host nation might be involved. Have one student or a group represent the host nation citizens and have other students represent other nations involved in the issue.

Have students role play news reporters interviewing other students who are acting as government officials.

16. Community spirit: Have a class discussion about what makes a good community. Discuss how the American community compares with the larger community of the host nation. Discuss the students' neighborhoods. What are its assets? What improvements would make healthier, more orderly, enjoyable living? List wholesome activities that can be carried on in your neighborhood.

Have a panel discussion on host nation relations, community spirit, community services (fire protection, recreational facilities, transportation, shopping), condition of buildings, urban renewal, etc., and their effect on people. Use newspaper articles to show effects of communities on families.

Compare living on and off post in the United States and in the host nation.

17. Sex discrimination: Have students observe both the American and host nation society for evidence of sex discrimination. Discuss and compare specific incidents of discrimination observed. Are there differences in the two societies with regard to sex roles? Study the history of roles of women and men in the host nation society. Have there been any changes? If not, why not? If there have, why? Is there a women's liberation movement in the host nation? Compare any changes concerning sex roles between the host nation and the United States. Have students describe their feelings about male and female sex roles.

18. Aid to third world: Have students research host nation and U.S. involvement in aiding third world countries, or if the host nation receives such aid, research from whom this aid is received. Compare host nation involvement to U.S. involvement. Have students join host nation students in a local community drive for aid to hardship areas. If the local community is in need of aid, students might initiate or join efforts to collect food, clothing, or needed materials.

TOPICS:

II. Economics
- A. Natural resources
- B. Industry
- C. Business
  - 1. Local business
    - a. Stores/markets
    - b. Restaurants
  - 2. Artisans
- D. Trade
  - 1. Exports
  - 2. Imports
- E. Currency
  - 1. Exchange rates
  - 2. Conversions

OBJECTIVES

- o Identify the natural resources of the host nation.
- o Identify the major industries of the host nation.
- o Purchase items from local businesses.
- o Describe the products of local artisans.
- o Explain the balance of imports and exports of the host nation.
- o Convert American currency for host nation currency.
- o Revise prices based on currency exchange rates.
- o Demonstrate a positive attitude toward people of the host nation.
- o Perform leadership responsibilities planning for a study trip to host nation sites.
- o Identify agricultural products of the host nation.
- o Give examples of simple phrases and sentences in the host nation language.
- o Use decoding techniques to identify the printed word.
- o Identify cultural developments which have changed people's lives.

ACTIVITIES:

1. Map making of host nation natural resources: Using a large map of the host nation, determine what kinds of natural resources are available:
   a. Where are the forests? The mountains? Flat lands?
   b. Are there any oil and natural gas wells?
   c. Is there any coal mining?
   d. Are there deposits of copper, gold, iron, silver, and other minerals?
   e. Are there animals for wool, skins, fur, meats?
   f. Where are the most important water sources?
   g. Are there sources of seafood?

Have students write letters to regional tourist offices and request current pamphlets illustrating the regional natural resources and products. Have students prepare class-made maps from the data collected. Illustrate the maps with small pictures of various resources and their location in the host nation.

2. Local Industry: Select a local industry which manufactures a product made with natural resources from the nearby area. Plan a study trip to the local industry. Investigate the following:
   a. What is the product used for?
   b. What natural resources are required to make the product?
   c. Where are the natural resources obtained?
   d. How are they transported to the factory?
   e. What basic processes are required to manufacture the product?
   f. What happens to the product when it is manufactured?
   g. Where is it shipped?
   h. What methods of transportation are used?
   i. Is the product used in the host nation or in the community?
   j. Are some of the products shipped to other countries?

Select several famous host nation products and investigate the following by writing letters directly to the factories:

   a. What kinds of host nation natural resources do they use?
   b. Are the manufacturing points near or far from the resources?
   c. Are any resources used in working the product imported for other countries?
   d. Which products are popular in other countries?
   e. Where and how are they shipped?

The class could prepare a large map of the host nation with illustrations of some important products used in the country. Products which are imported would be shown with an arrow pointing toward the host nation, while those products which are exported would be shown with an arrow pointing outward. Examine the balance of imports and exports based on the class-made maps.

Divide the class into groups, and have them assume responsibility for writing to the Chamber of Commerce of major cities in the country to obtain data regarding leading industries including a brief history of the industry, products, and export to other countries, etc. Each group should be responsible for reporting information to the whole class and making up minikits for a host nation industry file.

Bilingual students could be given the task of watching TV commercials for a week and making a list of all industries' advertisments. These could be included in the minikits, or letters could be written to those industries which are not on file.

A "Guess Which Product or Industry" game could be developed by preparing questions on index cards related to industries or products.

3. Once upon a time: After discussing that the value of tradition goes beyond the value of coins, survey all possible artisan shops in your area. Have students assume responsibility for organizing a study trip to an artisan shop and find out about production cost and demand for products.

4. Who's who in host nation country: Have students read newspaper advertisements, magazine articles, and publicity on billboards to determine who should be on a "Who's Who" list for leading people in fashion, furniture textile, machinery, cars, etc. Students can organize a show pantomiming leaders in the host nation country.

5. What's it worth: Introduce students to host nation currency by using real or play money. Students can assume responsibility for sketching real paper money and for rubbing coins to make up their own set of play money. Have students develop a currency exchange card by listing all paper money and coins of host nation in a vertical line on an index card and showing the equivalent in U.S. dollars. Keep a chart of the daily rate of exchange. Currency fluctuations might be a good topic for a discussion and research.

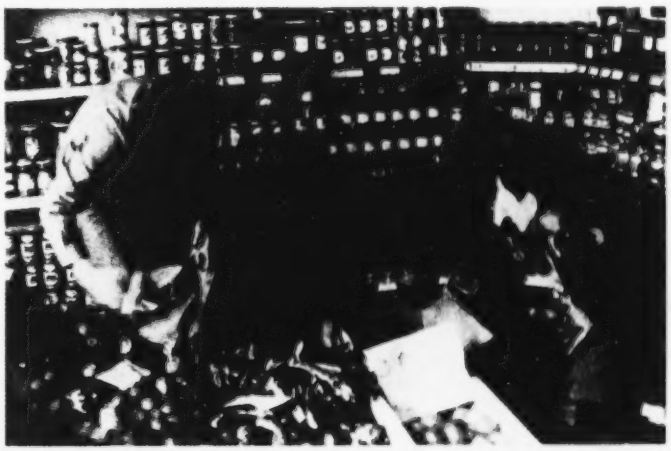
Divide students into teams and give each team a paper with a certain amount of money to spend. The teams are responsible to list all host nation items which could be purchased for that amount of money. Record all team lists in host nation terminology on the chalkboard or overhead projector, and make up a vocabulary list for students.

6. Shopping adventure: Survey students about which kind of shops they like and need, and discuss shopping manners. Have the class prepare maps of the host nation town and identify areas where the interesting shops are located. Students should assume the responsibility to plan a study trip to the host nation town shopping areas. While on the study trip, students should investigate products sold in identified shops and prepare a booklet for the school, for parents, and for the community.

7. Open air market: Have a class discussion about the open air market and about the products sold there. Include a study about the units of measurement used for weight, liquid, clothing, and material. Compare these measurements to those used in the United States. Prepare a chart which compares host nation sizes with those used in America. Students should assume the responsibility for planning a study trip to the market. Groups can be organized to investigate each section of the market and report back to the entire class. After returning from the study trip, the class might publish a booklet about the open air market. The booklet can contain a map, information about the products sold, charts showing measurement comparison, and costs of products. The booklets can be sent home to parents.

8. Small stores versus supermarkets: Take a survey of the class to find out how many students have cameras. Give those students a photography assignment for the area where they live or some other area they choose and take pictures of various small stores, shops, and supermarkets.

Other students can assume the responsibility for interviewing small shop owners about how many people shop daily, do they have regular customers, are they effected by supermarkets?



After collecting all of the data, a class discussion can be held about how cultural developments change people's lives. The class can make a bulletin board display with the pictures taken and the information gathered.

9. Natural resources investigation: Choose an area with different types of agricultural products and vegetation growth. Prepare maps of the area depicting different altitude lines, but leaving space between the lines to allow for sketching agricultural products, vegetation, and rocks. The map might show rocks at 2000 meters, schrubs at 1000 meters, mushrooms and certain trees at 500 meters, and other vegetation at lower levels.

10. Host nation farming: Have students research the agricultural industry in the host nation or the local region. They might write to the argicultural agencies of the government to find out what percentage of the population is involved in farming? What are the main crops? Do they raise enough food for the host nation? Do they export food, or must they import? What kind of animals are raised? How successful is agriculture in the host nation?

11. Study trip to a host nation farm: Students might assist in planning a study trip to a farm to investigate the following:

a. Does the farmer own the land?
b. How big is the farm?
c. What types of crops are grown in a year?
d. Which is the busiest time of the year?
e. How many workers are involved? (The same number all year long?)
f. How does weather affect production?
g. Does the government help?
h. What are the buildings in the farm and their usage?
i. Day on a farm (hours and activities)?
j. What animals are raised on the farm?
k. Where are supplies purchased?
l. Who purchases farm products and for what purpose?
m. How does the farmer's income compare to other occupations in the community?
n. Which products are used on the farm?
o. What kind of machinery is used on the farm?

12. Topography of the area: The local military base might have outdated topography maps which might be available to the school. Secure several of the quadrant in which the school is located and several of the quadrants that surround the area. If possible, have quadrants of many other areas for testing purposes. Use the local quadrant map to teach the following map reading skills:

a. Symbols.
b. Reading elevation.
c. Measurement of distances.
d. Gradient of rivers, if a large river is located within the quadrant.
e. Latitude and longitude, degrees, minutes, seconds. Both the host nation language and English can be used in these lessons.

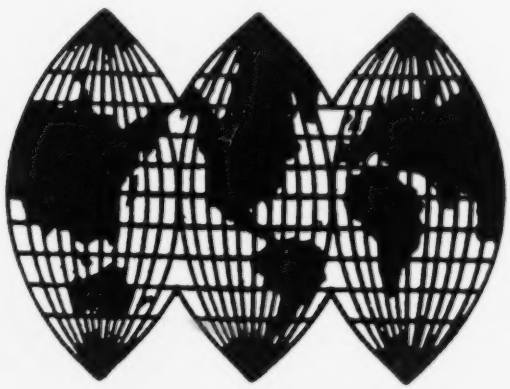
13. Topography map reading: Once students have been exposed to the necessary skills of topographic map reading, a discussion can center around the importance of using this type of map. As an example:

a. How are these maps useful to the military?
b. How can they be used for recreational purposes such as fishing, hunting, hiking, etc?
c. Is the area forested? What kind of trees, shrubs, etc. exist?
d. What man-made features exist outside the urban area (oil wells, gas tanks, bridges, railroads, highways, etc.)?
e. Within the urban area locate important buildings, city offices, post office, churches, temples, schools, etc.
f. Locate the military base where each student lives.
g. Compare the elevation of the living quarters to the elevation of the school or town.

After the students have become acquainted with the maps, make up a series of exercises to be completed with the maps of the school area. Include such questions as:

a. What is the exact latitude and longitude for the location of the school?
b. What is the elevation of the school?
c. How many kilometers or miles is it from the school to your home?
d. What do certain symbols mean? (Each map might have different symbols, so select one or two for each map).
e. What is the distance from point "A" to point "B"? Mark each map exactly where the measurement is to be done.
f. What is the highest point on the map?

An additional activity using these maps might be to have students pretend that they are the commander of an attacking force. It is their job to determine the best position to locate troops for a surprise attack upon the largest city on the topographic map. The attack is to be made at 0500. Using the host nation language, set up an attack plan based upon the topographic map. Keep in mind the time of the year, time of sunrise, and present weather conditions.

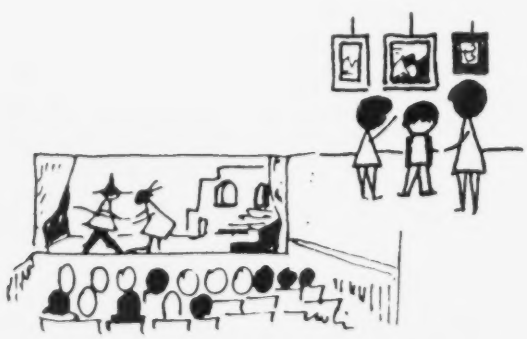


TOPICS:

III. Host nation institutions
  A. Education
    1. School
    2. University
  B. Government
    1. Community government
    2. Regional government
    3. National government
    4. Judicial system
      a. Citizen registration office
      b. Court system
      c. Penal system

OBJECTIVES:

- Describe the host nation educational system.
- Assist in organizing an exchange with a partner school.
- Initiate simple questions and answers in the host nation language.
- Interpret simple phrases and sentences in the host nation language.
- Tell familiar events and stories in the host nation language.
- Use basic sentence patterns in the host nation language.
- Discuss the advantages of learning more than one language for personal growth.
- Explain the structure and function of the host nation government.
- Demonstrate leadership for safety awareness.
- Give examples of functions performed by host nation registration offices.
- Recognize the importance of abiding by host nation laws.
- Identify specific facts about the host nation penal system.
- Demonstrate a willingness to learn another language.
- Extend reading vocabulary.



ACTIVITIES:

1. Host nation education system: As a class, study about the the host nation school system. Schedule an interview with a host nation teacher and/or a local host nation family. Make a visit to a host nation school and observe and make notes of the following:

a. The classroom facilities, number of students, daily schedule, number of of hours and days per week, and length of school year.

Mel Marcelo, George Dewey High School, Philippines

b. Wearing apparel, school lunch, school supplies, cost of school books, learning activities, conduct of children, recreation activities, noise in building, hall debris, and discipline.

c. Attitudes of children and parents towards education.

d. Interview host nation students.

Before leaving the host nation school, obtain a weekly schedule for 8th grade students of the host nation. After returning to the classroom, have students list the various courses taught in each grade, and the number of times per week each class meets. Compare this with the American schedule. Compare the American student evaluation system to the system used in the host nation school. Discuss the advantages and disadvantages of both systems.

2. Host nation education system chart: Construct a chart illustrating the structure of the education system in the host nation, beginning with kindergarten and extending through the university level. Label all the different ages and phases of the system with the appropriate host nation terms, and post the chart where it can be seen and studied.

3. Little red schoolhouse: Invite host nation students to tell about their schools. Topics might include what happens on the first day, typical uniforms used, different types of high schools available to them, and why they chose the one which they attend.

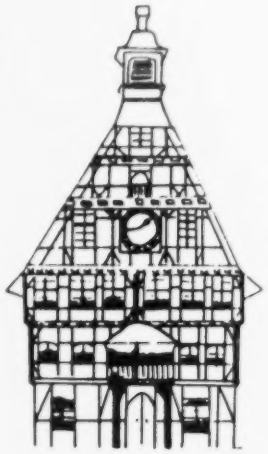
After meeting with host nation students, American students might role play: "If I were a host nation student, I would choose ..... high school."

4. Exchange Program: Plan and organize an exchange with a host nation school or class. Prior to the exchange ask the host nation group to prepare a list of things they "know" about Americans and another list of things they think Americans "know" about the host nation. The American group should prepare a list of things they think they "know" about the host nation and another list

of things they think the host nation students "know" about Americans. During the visit, let each group disclose their list. Prior to leaving they should be given the opportunity to change anything on the list and discuss it.

5. Political cartoons: Have students look for political cartoons about host nation leaders and events. Students should identify the leaders and issues involved. The host nation language should be practiced to improve reading and speaking skills.

6. Structures and functions of the host nation government: After being given instructions on techniques for library research and information concerning structures and functions of community, regional, and national governments, students can complete a research project. A study trip to the local city hall should be scheduled. Prior to visiting the city hall, students should prepare interview questions with bilingual students serving as interpreters. Students should compile information on types of services which the community, regional and national governments provide.



Marcus Patrinicola
Augsburg Elementary
School, Germany

7. National anthem: Study the history of the host nation national anthem and understand the meaning of the words.

8. Host nation political parties and elections: Find out what kinds of political parties there are in the host nation, what are their platforms, which parties are in power, who are the leaders, etc. Who is eligible to vote? Are there any restrictions? Were there any restrictions in the past? How do people vote at elections? Is there a large turnout? Compare and contrast the party and election system of the host nation with those in the United States through a discussion of the following:

a. Is the importance of voting emphasized?
b. How do they organize registration and voting drives?
c. How do they finance a campaign and plan the advertising, speeches, group contracts, etc?

During host nation election periods, review the political platforms and the backgrounds of the candidates of each party. What are the most important issues? If there is a local subject of dispute, the students could investigate the issues involved and debate the issue (highway through city center, destruction of historic buildings, etc.).

9. Rule of the road: In order for students to learn about host nation travel and traffic, invite a local Automobile Club representative to explain to students what the club can do in order to assist people on the road. Have a local driving school representative come and lecture students on local driving habits and consequence of failure to follow rules. If possible, ask local police to use the playground to set up a road signs test for students.

10. Day in court: The class might study about the host nation court system. The class could be divided into courtroom groups, judge, jury, defendant, defense attorney with aids, prosecuting attorney with aids, court reporter, newspaper reporter, official court interpreter. Allow time for both sides to build their cases, gathering all possible information, assigning witnesses for prosecution, etc. The trial might involve:

a. Failure to observe a traffic rule, resulting in an accidental injury.
b. Shoplifting in a host nation store.
c. Drug/alcohol abuse.

After the trial the entire class could decide the judge's sentence.

Role play: Plan brief role-playing scenes which dramatize important events in the host nation government and its services (e.g., police station, fire department, a day at the community registrar's office). Place yourself in the shoes of a host nation person who carries responsible duties:

a. If I were the political leader, I would .....
b. If I were responsible for traffic control, I would .....
c. If I were in charge of education, I would .....
d. If I were in charge of recreational facilities, I would .....
e. If I were responsible for city planning, I would .....

12. Penal code: Have students research the laws of the host nation regarding drugs and alcohol. Compare these laws to American laws. How do host nation laws affect Americans residing in the host nation?

13. Guest speaker: Arrange for a lawyer familiar with host national juvenile law or an official from the host nation juvenile court to speak to your class about host nation laws related to minors, and about how these laws affect Americans living in the host nation. Students should discuss and make a list of the questions they would like answered, and provide it to the guest speaker in advance. Have students learn the host nation language terms needed for such a discussion.

TOPICS:

IV. Host nation community services
  A. Transportation

    1. Bus
    2. Train
    3. Subway
    4. Streetcar
  B. Communication
    1. Post office
    2. Telephone
  C. Health service
    1. Hospital
    2. Physicians
    3. Dentist
    4. Pharmacy
    5. Health stores
    6. Veterinary
  D. Safety services
    1. Police
    2. Fire departments
  E. Social services
    1. Employment agencies
    2. Social welfare system
    3. Public health service

OBJECTIVES:

- Explain the structure and functions of host nation community services.
- Use transportation schedule in the host nation.
- Describe the host nation transportation system.
- List emergency telephone numbers and addresses in the host nation community.
- Use host nation telephone and postal services.
- Follow specific directions in the host nation language.
- Practice the host nation language with native speakers.
- Use decoding techniques to identify the printed word.
- Interpret simple phrases and sentences.

OBJECTIVES:

- Use basic sentence patterns of the host nation language.
- Identify one's strengths and limitations in using another language.
- Explain how the study of foreign languages enhances cross-cultural communication.
- Extend knowledge of simple idiomatic expressions.
- Explain the advantages of learning more than one language for personal growth.
- Demonstrate leadership for safety awareness.
- Initiate simple questions and answer in the host nation language.
- Demonstrate a positive attitude toward people of the host nation.
- Perform leadership responsibility for participation in host nation community projects.
- Give examples of host nation employment opportunities.
- Give examples of host nation social welfare services.
- Describe the functions of the host nation public health service.
- Choose to write in the host nation language.
- Perform individual responsibility for success of an intercultural encounter.

ACTIVITIES:

1. All aboard: If your host nation is typical of most countries, trains/buses are an important transportation resource. The class should collect as much data as possible about the railway system from tourist brochures, railway/bus schedules; railway maps showing routes; pictures of various types of steam, electric, and diesel locomotives; types of coaches; costs for first and second class tickets to various points outside your city; special services such as luggage handling, reserved seats, sleeping cars, diner cars, car trains; special fees for express trains, etc.

2. Transportation schedules: Obtain train and bus schedules from the local rail and bus services. Instruct students how to read the schedules and have them plan trips to specified locations using either train or bus or if necessary, both. Student should learn host nation language terms necessary to purchase tickets and ask for assistance.

Have students plan a study trip for the whole class using the schedules. They should compute the cost for travel for the entire class. If possible, have them contact the train or bus official to determine if any group discounts or school discounts are available.

Take a study trip that has been planned by the class. Obtain subway, streetcar, or bus schedules from the local city, if that form of transportation is used. If possible, obtain a schedule from large cities where subways, streetcars, or buses are used. Instruct students on how to read the schedule. Take a study trip to the subway, streetcar, or bus station and instruct students on the way to purchase tickets by using the automats, ticket counter, or on the train/bus. Students should learn the rules about using the transportation systems.

Students should learn the host nation terms needed to purchase tickets, and ask questions about departure and arrival time. They should learn to listen for announcements about trains and buses.

3. Postal system: Instruct students about the postal system of the host nation. They should know how to purchase stamps, and mail letters and packages. They should know about any special service provided by the post office such as special delivery, overnight delivery, and any other services.

4. Write letters: Have students write to friends or relatives and mail letters using the host nation postal service. They might compare service and time involved in using the host nation postal service to the U.S. postal service.

5. Telephones: Have students demonstrate how to use the local telephone including pay phones. They should know how to use the telephone book to locate numbers including long distance numbers. Have them role play making telephone calls.

All students should know how to call emergency numbers; e.g., police, fire department, hospital, and ambulance. Have students demonstrate in class how to call these numbers.

If possible, take a study trip to the telephone company and to a police station, hospital, and fire department. Have students learn how to inform people about various emergencies in the host nation language.

6. Health services: Compare the health services available to host nation citizens to those available in the United States. Make a study of the number of doctors and dentists in the community for the number of citizens. Survey the community to determine the number of pharmacies and health stores available.

7. Interview: Arrange for a group of students, some of whom are bilingual or have a good knowlege of the host nation language, to interview a host nation pharmacist. Have the class develop a questionnaire about how prescription drugs are controlled in the host nation. How do pharmacies of the host nation differ from pharmacies or drug stores in the United States?

8. Guest speaker: If possible, have a person from a health food store come to the class to explain what is available at their store. What has the trend been in health store sales? What age groups seem to make the most purchases?

9. Veterinary: Have students compare the services of a veterinarian of the host nation with those of an American veterinarian. Students might interview an American veterinarian or ask one to come to the class, if one is on the base or post. Students could also do research on veterinary science in the media center. Try to arrange an interview with a host nation veterinarian or other professionals or paraprofessional to find out what services they perform.

Make a study trip to both American and host nation veterinary facilities.

Kim Van Houten
Kubasaki High School, Okinawa

Discuss with students the services veterinarians perform in the host nation community. Have students find telephone numbers and addresses of local veterinary facilities. Students should learn the vocabulary necessary to call a veterinaian and request appointments for pets or other animals.

10. Group work: When studying the unit of health services, students could be divided into groups to investigate each of the various areas and report to the class. Have them compare host nation services to those available to Americans in the area.

11. Questionnaire/survey: Have the class develop a questionnaire based on information they would like to know about host nation police departments, fire departments, and any other department designed to protect citizens. Try to arrange a study trip to these departments and allow selected students to conduct the interview and record the responses. Students with sufficient host nation language ability could act as interviewers, recorders, and translators. Teach students the host nation terminology associated with these departments.

12. Unemployment: Have students study the unemployment situation in the host nation to determine the rate of unemployment. Have them study the local host nation employment opportunities in the newspaper to determine what employment is available. They might compare this information to that available about unemployment in the United States. Discuss with them the kinds of assistance provided to unemployed people and their families. Are there employment agencies, and what services do they provide?

13. Interview: Have students develop an interview questionnaire of things they would like to know about all host nation social services, and let groups of students gather the information.

14. Guest speaker: Arrange for guest speakers in the areas of the social services to come to the class to make presentations about the host nation social services. The presentation could place emphasis on host nation students of the same age. Students should develop questions prior to the arrival of the guest, and, if possible, provide the guest speaker with the questions so that the presentation can focus an student interests and concerns.

15. Health service: Try to have an American social service official come to the class and explain what social services are available to overseas personnel and their families. They could also explain any cooperative efforts that exist between the American services and the host nation such as adoptions and foster home care. In all activities new host nation language vocabulary should be studied to increase proficiency in the host nation language.

16. Volunteer services: If possible, a class or groups of students could explore the possibility of volunteering their services to a host nation community social service organization; e.g., a senior citizen home, an orphanage, and/or handicapped schools or homes. They could do this as a whole class, as a group, or as individuals. Language skills should be practiced to facilitate communication with host nation people.

17. "Special" events: The class might plan and organize a "Special Olympics" or a "Special Arts Festival" for handicapped students in the school and invite host nation handicapped students to participate. If such activities already exist, the class could assist in organizing these events. Students should practice host nation language skills sufficiently to assist host nation students.

18. Social services: Study the way the host nation culture cares for its elderly, orphaned, and handicapped citizens. Compare these with the procedures in the United States. What obligations do families assume? What does the community or country provide for these individuals? If possible, take a study trip to senior citizen homes, orphanages, and handicapped centers.

Janna Cottrell
Shirley Lanham Elementary
School, Japan

TOPICS:

V. Holidays, customs and traditions
  A. Holidays
    1. Local
    2. Regional
    3. National

  B. Customs and traditions
    1. Code of behavior
    2. Dress code
    3. Values
      a. Religion
      b. Traditional values
    4. Folktales
    5. Folkdance

OBJECTIVES:

- Present suggestions and ideas for participation in host nation holidays and celebrations.

Jason Booher
West Ruislip Elementary School, England

- Choose to participate in host nation activities in leisure time.
- Perform individual responsibility for success of an intercultural encounter.
- Give examples of traditional host nation holiday food.
- Prepare a typical menu of the host nation community.
- Compare social patterns of the host nation people.
- Choose to write in the host nation language.
- Demonstrate a positive attitude toward people of the host nation.
- Describe the advantages of learning more than one language for personal growth.
- Report on samples of host nation literature.
- Practice creative writing.
- Recite poetry of the host nation.
- Practice reading aloud with proper intonation.
- Choose to read in the host nation language.
- Perform a dance of the host nation.
- Interpret folktales of the host nation.

ACTIVITIES:

1. Holidays: Students, individually or in groups, can examine the background of different host nation holidays and how they have transferred into holidays celebrated in the United States.

Students can make a mural depicting certain important holidays with the customs and traditions associated with them.

2. Important Events: Students can study how important events and dates of an individual's life are celebrated in the host nation. They can research what and how a person's birth, marriage, death, and other events are recognized in the culture. Compare these customs to the people in the United Sates or to the customs of the cultural or ethnic backgrounds of the students.

3. Host nation holidays projects: The following activities might be used:

a. Students can make greeting cards symbolizing the holiday and using host nation language for greetings. Different media such as cork or potato prints could be used.

b. Students might choose to make a symbol of a host nation religious holiday to be displayed in a central location of the school.

c. Some countries have parades in which American students could participate by making a unique float, or by creating masks and costumes.

4. Host nation family customs: Have a class discussion about the similarities and differences among families of the host nation and families of the United States. Discuss any similarities and differences in the social customs of teenagers from both countries, and include any similarities and differences in the modes of behavior based on cultural differences. Other activities which might be conducted are:

a. A panel discussion about codes of conduct in different cultures.
b. A pantomime about a specific custom by a group of students.
c. A short skit illustrating a custom.
d. A quiz matching cultures with specific social and family customs.

5. Mores and taboos: Have a discussion about social mores and taboos. Define a more and a taboo and give examples of each. Have students do research, observe and interview people to determine what social mores and taboos exist in the host nation culture. They might try to determine if these have changed during time, or if there are changes taking place currently. They might also try to discover if there are differences of opinions between teenagers and their parents about those mores and taboos.

6. Age and sex equality: Have students collect articles in current news magazines or newspapers to determine if there is any discrimination based on age or sex in the host nation. Students could review voting age, marriage laws, religious ceremonies, and employment opportunities. How do the host nation's records on age and sex equality compare to the record of the United States? Are there any changes taking place relative to age and sex discrimination? Are there any organizations working for age and sex equality?

7. Analyzing Values: By observing people, students should gather data on personal values of people in the host nation:

a. Behavior on public transportation.
b. Behavior in social situations such as parties, playground, movie theater.
c. Driving habits.
d. Shopping patterns.
e. The various types of advertising.
f. Attitudes towards spending of money for food, clothing, leisure time activities.
g. Religious roots.
h. Attitude towards their local, regional, and national governments.
i. Caring of socially deprived.
j. Caring of orphans and senior citizens.

After data has been collected, a class discussion can be conducted to compare the findings to their own values and to any changes which have been noted.

8. Leisure time: Investigate ways in which families use their leisure time. Have students list as many examples as possible of evening, weekend, and holiday activities which the students' families participate within the U.S. community? Which ones take place in host nation community? Which activities seem to be exclusively American? Which activities seem to be exclusively host nation? Which activities seem to be popular in both host nation and U.S. communities?

Are there any leisure time activities which are acceptable in one culture but unacceptable in the other culture; e.g., working on Sunday or washing cars on a religious holiday?

Students can assume the responsibility of researching host nation leisure time activities either through observation or through contacts with host nation friends. Bilingual students could help develop a host nation vocabulary booklet needed to participate in activities. After the data has been gathered, the class can discuss the similarities and differences of leisure time activities in the two cultures.

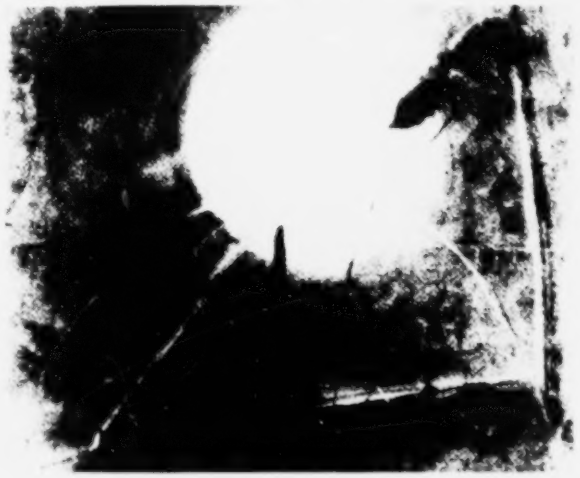
9. Hall of fame: Many little leaguers will be familiar with baseball's "Hall of Fame." Using this idea as a springboard, set-up a "Hall of Fame" honoring outstanding people of the host nation. Each individual chosen for enshrinement in the hall should be carefully researched either by individual students or as part of a small group project.

Pictures could be sketched or cut from newspapers or magazines and then mounted on poster size tag board along with pertinent information about the person's family background and accomplishments. Display the "Hall of Fame"

in the classroom, hallway or library. Additional personalities can be added to the hall as the year progresses.

10. Host nation holiday food: Since food habits of the host nation holiday are influenced by family custom, have students interview host nation people at the school to get recipes for preparing a host nation holiday meal. Students should list all of the ingredients needed and find out where the ingredients can be purchased. They can then choose to prepare a host nation meal for their parents at home and/or as a host nation project at school. They could publish a booklet with information about the most popular holiday meals of the regional area.

11. Folktales: The folktale is a literary form older than any other and probably as old as language itself. It is an enduring part of the literature of all cultures. Storytellers of past times could be called historians, since these countless tales have been handed down by word of mouth from generation to generation throughout the centuries. Folktales have helped us understand people of other ages and how they fused imagination and language into a living art form. They are part of our rich literary heritage today.



Cathy Monahan
Sullivans Elementary School,
Yokosuka, Japan

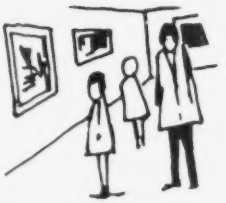
After viewing, reading, and listening to some of the folktales, students should discuss:

a. What is a folktale? Purpose of tales?
b. What is the purpose of a folktale?
c. What is the lesson?
d. Compare folktales from different countries. Do they have anything in common?
e. Students could make a tissue paper mural illustrating high points of a folktale.
f. Students could write an original folktale, illustrate it, and place it in the classroom library.
g. A group of traveling story tellers could be formed to share their stories with other classes during a host nation holiday, a Foreign Language Week, or PTSA meeting.

12. Dance is magic: Dance is the one language everyone can understand, and dancing is a part of every culture. It expresses ways of life and death; happiness and sadness; it gives regions and cultures identity; it celebrates holidays; it illustrates the beauty of nature; it expresses religious values. Read a story which tells about host nation holidays, traditions, and festivities, and have students interpret the story with free movements. After having listened to a typical piece of host nation folk music, students could improvise a dance. Invite a folkdancer or dancing group to the classroom to teach the folkdance. Students could participate in a local dance festivals.

TOPICS:

VI. Art, literature, and music
  A. Art
  B. Literature
  C. Music
  D. Dance



OBJECTIVES:

- Report on samples of host nation art, literature, and music.
- Describe how the arts reflect the host nation's culture.
- Identify uses of the arts as a form of communication.
- Extend reading vocabulary.
- Describe unique contributions made by host nation individuals and groups to the arts.
- Describe the role of art as an important asset in the host nation.
- Use bilingual dictionary.
- Explain how music enhances the feelings of cohesiveness of groups.
- Practice creative writing.
- Join in a host nation musical activity.
- Use various host nation materials and techniques to express oneself creatively.
- Choose to read in the host nation language.
- Choose listening activities of one's own interest.
- Identify selected works in host nation art.
- Perform a dance of the host nation.
- Interpret folktales, fables, myths of the host nation.
- Compare proverbs of the host nation with those of the United States.

ACTIVITIES:

1. Artists from the host nation: Students should select an artist of the host nation unknown to them, and find as many examples of the artist's work as possible, then select one to study. They should identify what colors and techniques were used by the artist. This activity could be used to have students create an orginal piece of art. Students could create a commemorative postage stamp or poster celebrating the artist.

2. Buildings and monuments: When the class is on a study trip, students should keep notes describing or sketching the buildings and monuments that they see enroute. When they return to the class they can do some research to determine the time in history when the buildings were built and the architectural style. The class could start a time line of the various designs and continue it through the entire year.

3. Host nation crafts: Have each student or small groups of students investigate a specific host nation craft. Their investigation should include:

a. The kind of an environment that is necessary to produce the craft and where is it located.
b. The history of the craft.
c. How the craft product is used.
d. Why it is made.
e. Describe and illustrate the process of the craft step by step.

Students could interview the craftsperson to gather information about:

a. How they become interested in the craft.
b. Was it a part of the family tradition?
c. Did it require special schooling?
d. Where can the craft be studied?

4. Architecture: To help students learn about the cultural differences and similarities as reflected in architecture, have students study the houses of the host nation. Compare the host nation homes to homes in the United States. The students should consider the following as they investigate:

a. Position of rooms. Which one is entered first?
b. Size of rooms. Which rooms are largest, smallest, and why?
c. Arrangement of living space.
d. Materials used in construction and why?
e. Function of rooms.
f. Exterior space.
g. Number of floors.

h. How do these considerations reflect basic differences and similarities in the two cultures in terms of climate, temperature, etc.?

Make a blueprint of two houses representing these two cultures, comparing and contrasting them. Label rooms showing functions, materials, etc. Draw the facades of both houses from the front, back, sides, top. Construct a model of the two houses using toothpicks, sugar cubes, balsa wood, or other similar material.

5. Host nation magazine: Throughout the school year students can interview host nation people to gather useful and interesting community news. They can collect humorous stories, pictures, and comic strips, and publish a magazine every month, at the end of a marking period or semester, or as the host nation class yearbook. Topics which might be included:

a. Our host nation community.
b. Local events:
   (1) Sports
   (2) Music
   (3) Festivals
   (4) Theater
   (5) Dining out
   (6) The Bookworm
   (7) The stores around the corner
   (8) Comic strips

6. Bilingual dictionary: At the beginning of the school year the class should start a bilingual dictionary which can be expanded on during the school year. This project could be for individual student dictionaries or a class dictionary.

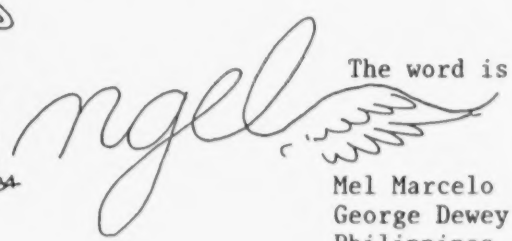
7. Host nation diary: Students could keep a host nation diary in which they enter at least once a week a description of their activities, observation, and involvement in the host nation community.

8. Origin of words: Students should keep a list of the host nation language influence on the English language; i.e. clothing, dance, music, herbs, and spices. They can also make a list of the English words which have become a part of the host nation language.

9. Concrete poetry: Try some concrete poetry in the language of the host nation language. Two examples of word usage follow:

The word illustrates the item it names:

The word is used to draw the item named:



Mel Marcelo
George Dewey High School
Philippines

Students should write a short Haiku in the host nation language.

10. Mythology: Myths have been created by many cultural groups and have become part of their literature. After viewing films, reading, and discussing several myths from various cultural groups throughout the world, students should identify the similarities of myths, and then compare them to the myths of their host nation.

11. Proverbs: A proverb is a short, popular saying which expressed a well known truth or fact. Many countries have similar proverbs, as indicated below:

a. English: Don't put off till tomorrow what you can do today.
   Turkish: Bugunun isimi yarina biraema.
   German: Verschiebe nicht auf morgen, was du heute kannst besorgen.
b. English: One can't see the forest for the trees.
   Dutch: Men kan door de bomen het bos niet meer zien.
c. English: Gather ye rosebuds while ye may.
   French: Cueillez des aujourd'jui les roses de la vie.

Read stories such as Aesop's Fables and look for more proverbs. Fables, among the oldest of folktales, are brief stories which are intended to teach a lesson or moral. Collect as many proverbs as you can and try to find their counterparts in the folklore of the host nation or other cultural groups. List those that you find and discuss them. Some students may wish to write original proverbs about modern life. Ask the following:

a. Why do people use proverbs?
b. Is there any truth in them? Explain.
c. Do they teach a lesson? If so, what?
d. What do proverbs tell about the life of a group of people?
e. Students could dramatize a fable, myth, or proverb using the magnetic board.

12. Magnetic Board Story: Following is a description of how to tell a story using a magnetic board. The materials needed will be:

a. Illustrations of stories; i.e., pictures from magazines, discarded books, or duplicated copy of illustrations.
b. Magnets, such as those used in kitchens or magnetic strips.
c. Magnetic board or stainless steel cookie sheet.

The magnets should be glued to back of story illustrations and as the story is told, the pictures are placed on the magnetic board.

13. Transparency-Puppets: Below is some information on how to make and use these puppets:

a. Materials: Overhead transparency, overhead pens
b. Technique: Method 1 - Make transparent figures of characters from the book Media's First Act, page 28. Tell the story and manipulate figures of The Moon Man; or The Bear's Bicycle.
   Method 2 - Make transparencies from a picture book by making a blackline copy of illustrations on copy machine, and then use the thermofax to get a transparency. Mount in frames.
   Method 3 - Draw on transparencies to illustrate a story.

14. Popular vs classical music: When studying music of the host nation or other countries, the following activities might be used:

a. Using an outline of a world map, students should attach pictures of host nation musicians both living and dead on the map of the country from which they originated.

b. Discuss the number of musicians from the United States versus the host nation.

c. Prepare a time line focusing on the centuries and musical epochs in the host nation country.

d. Play various records, and after listening to several pieces, have students distinguish between popular and classical sounds.

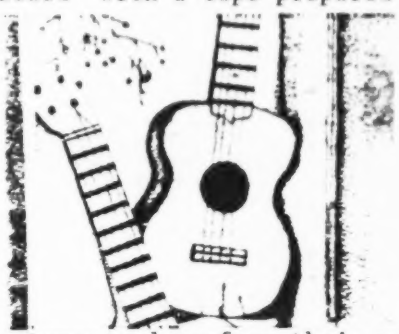
15. History of dance: Dance is a part of every culture, the following activities can be used to study dance:

a. Students should research the history of folkdances in their host nation.

b. Have students listen to music recording and identify the rythm and country where the music originated.

c. Folkdancers usually wear costumes. Students should prepare a collage, labeling the parts of the costume in the host nation language. This could be a very attractive visual for a "Speaking Bulletin Board" with a tape prepared by students.

16. Choreographers delight: Interested students may want to choreograph dance steps which they feel communicate certain aspects of human expressions such as joy, affection, love, happiness, sadness, loneliness, etc. Others could interpret host nation folk music through drawings, poetry, and movement.



Some students might create their own simple costumes and perform their own creative dance for other classes and/or at a PTSA meeting.

TOPICS:

VII. Leisure time
- A. Sports
- B. Travel
- C. Hobbies
- D. Entertainment

OBJECTIVES:

- o Participate in host nation sports and recreational events.
- o Follow rules of a typical host nation sport.
- o Identify one's strengths and limitations in using another language.
- o Compare behavior of host nation students to your own.
- o Explain how travel can enhance one's personal growth.
- o Identify the countries where the host nation language is spoken.
- o Follow specific directions given in the host nation language.
- o Compare hobbies of host nation students to your own.
- o Choose to speak the host nation language in leisure time activities.
- o Practice the host nation language with native speakers.
- o Prepare a typical meal of the host nation community.
- o Use bilinqual dictionary.
- o Describe advantages of learning more than one language for personal growth.
- o Identify popular leisure time entertainment of host nation students.
- o Recognize the importance of music in one's daily life, especially in leisure moments.
- o Use decoding techniques to identify printed words.
- o Choose listening activities of one's own interest.
- o Choose to read in the host nation language.
- o Extend reading vocabulary.
- o Practice creative writing.

Dyann Pollack, Taegu High School, Korea

ACTIVITIES:

1. Welcome to our town: This project should be done very early in the school year or preferably at the end of a school year. The purpose is to gather information which will help "newcomers" to our school. The student-prepared brochure will list as many areas of interest in the host nation community as possible, based on class gathered information; e.g., where to buy dollars, toys, stamps, coins, conversion of measurements, favorite restaurants, the use of local transportation, places to visit on weekends, norms of behavior, following certain kinds of customs, popular kinds of food, important telephone numbers, museums and theaters with entrance fees, sport clubs with membership fees.

Students can work individually or in groups to organize the brochure. They should gather all necessary data, and prepare a brief presentation to the class to solicit additional information. The brochure should be illustrated with maps, photos, and drawings. If your school already has prepared such a brochure, students can update the information.

2. Sports in host nation: Have students bring posters or any other visual aids to school which illustrate popular sports of the host nation. Introduce a host nation national sport newspaper and read the headlines of sport events.

Divide students into groups and have each group be responsible to research and provide data of famous athletes or sport events. Bilingual students might write to famous athletes and request their autograph, biography, and other interesting data.

Since the majority of sport events happen on the weekend, the host nation national sport newspaper can be brought to school and discussions can center on the top weekend events. Discuss how climate affects sport seasons.

3. Sports bulletin board: Keep a section of the bulletin board for newspaper clippings about seasonal sports activities.

4. Host nation resources persons: Identify people in the host nation community who are skilled in a host nation sport, and invite them to present rules of the sport and to answer students' questions about the sport.

5. Growing up in the host nation: Identify the most popular sports of the region where the American school is located, and prepare a booklet illustrating sports and entertainment available in the immediate surrounding area. The booklet should have information about membership, hours of operation, and directions. The booklet should include a section of host nation words and simple sentences which will help students understand directions and rules.

6. Recreational clubs: The school could organize recreational clubs; e.g., bicycle, soccer, ski, or swimming. Parents can be asked to help as chaperones. This will provide a good opportunity to work with parents and students. It will introduce parents to local sports and give students an opportunity to participate in recreation other than the traditional American school sports.

7. Hobby day: Organize a hobby hour or day and invite host nation students. American students can display their hobbies with a brief description in the host nation language, while the host nation students can display their hobbies with a brief description in the English language.

8. Hobby center: Plan a study trip to a hobby center and/or a hobby section of a department store. Collect catalogs and pamphlets and make posters which help students become familiar with various hobbies.

9. Family "Live-In" exchange: The 12- and 13-year old student is usually mature enough to participate in exchange programs. This type of project is especially appropriate if the U.S. class has participated in several activities with its host nation partner school class during the school year.

Teachers from U.S. and host nation schools should send a letter to the parents of their students explaining that the two classes would like to establish an exchange program in which various students in each class would stay for several days as guests in the other students' homes. During this period, students who have volunteered and have been approved by the faculty will be "matched" with a host nation student of about the same age and sex. The American student will then stay with a host nation family for a number of days, attending host nation school classes with his/her partner during the day and participating in family activities during the remaining time. During the next exchange the host nation student will live with an American family and will attend the American school.

The letter to the parents should include a form which parents sign and return indicating their interest in participating in the program. A social evening for interested U.S. and host nation parents should be planned to discuss the purposes, responsibilities, and length of the program. The U.S. and host nation teachers should match the students and provide an opportunity for the parents to meet. All parents and students must be fully informed about the expectations and responsibilities of the exchange program. Students should keep a diary of their daily experiences including data about the host nation family members, their friends and neighbors, the daily school schedule, and of their impressions of all their new associations. The exchange students should share their impressions with their class after the exchange program is completed.

Students could make a video tape, slide show, or filmstrip about their experiences which could be kept in the school library to be shown to new parents and students.

10. Traveling helps you grow: Discuss with students different means of transportation in the host nation and in the immediate community. Invite host nation resource personnel to explain the transportation system and record the session on video, if possible. Duplicate bus, train, and flight schedules, and explain to students how to read interpret these schedules.

Divide the class into groups and ask them to work out an itinerary to go downtown, to a nearby town, and to three other towns. Have them use a variety of means of transportation if it is available. Students can assume the responsibility for organizing a study trip using different kinds of transportation.

11. Family traveling: Students could publish a booklet of nearby places of interest which could be visited using host nation transportation. Train, bus, and streetcar schedules might be included.

12. Vacation traveling: Ask students to interview parents regarding plans for vacation travel. The class could research information by writing to tourist offices.

13. Traveling game: Provide students with outline maps of the host nation. Have them locate the major cities and indicate the existing means of transportation between the cities. Make up index cards such as the one below:

> I am in Venice. I need to go to Milano, and I have only 5 hours to get there. What is the best way of travel?

Students should be familiar with reading bus, train, and plane schedules and should have a set of the schedules available for the game.

Students can be divided into groups of not more than four in each group. Each group should have a set of cards. The groups could practice before starting the game.

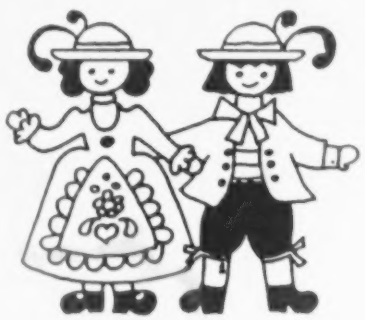
14. Cooking host nation style: Demonstrate a typical dish of the host nation and have students write ingredients and recipes in host nation language. Identify stores where ingredients can be bought. Ask students to prepare the dish as a surprise for their family over the weekend. If students have been having a lot of experience in cooking, they may want to prepare a host nation meal in school.

15. Music in the air: Identify host nation musicians both living and dead. Read their biographies and listen to some of their music. Explain to students the procedures to attend an opera or concert.

16. Music session: Organize a dance with host nation students and ask American and host nation students to bring in their favorite records and tapes. Compare the music liked by each group.

17. Senior citizens and our kids: Make inquires in the host nation communities about the meeting places of senior citizens. Observe to see what kinds of leisure time activities they enjoy. Ask the senior citizens if they would be interested in teaching American students some of their hobbies, card games, lawn bowling, and other kinds of games.

18. Wear it host nation style: Prepare a bulletin board illustrating the latest styles in host nation fashion design. Ask students to describe their favorite style. Students can assume responsibility for organizing a study trip to a large department store which specializes in clothing for young people and investigate the merchandise and price.



Borrow a clothing catalog from the American post or base exchange, and compare U.S. and host nation clothing fashions for young people. They should also compare prices. Publish a short booklet on the stores that specialize in clothing for young people. Include host nation terminology in the booklet.

Contact shop owners in host nation town and ask if they would be willing to organize a fashion show for the school.

TOPICS:

VIII. Ecology
- A. Pollution
  - 1. Water
  - 2. Air
  - 3. Noise
  - 4. Land
- B. Conservation
  - 1. Recycling
  - 2. Waste disposal
  - 3. Erosion

OBJECTIVES:

- o Compare ecological concerns of the host nation to those of the United States.
- o Outline problems areas in the host nation environment.
- o Give examples of recycling projects in the host nation.
- o Evidence of erosion in the host nation.
- o Explain how waste is disposed of in the host nation community.
- o Choose to participate in a project to improve the host nation environment.
- o Perform leadership responsibilities for participation in host nation community projects.
- o Initiate leadership in planning a study trip.
- o Practice the host nation language with native speakers.
- o Write a letter in the host nation language.
- o Interpret simple phrases in the host nation language.

ACTIVITIES:

1. Film: Check with the regional film library and see if any films about pollution are available. If there are, select one which will allow students to make comparisons with the host nation community pollution problems.

2. Pollution: Invite a host nation specialist whose job it is to check water, air, or noise pollution to come to the class and describe what they do. The guest might explain what the pollution problems are, and what is being done to correct them.

3. Environment problem: Have students identify environmental problems or potential problems in the community and suggest solutions.

4. Noise pollution: If possible, obtain from U.S. officials or host nation officials the instruments necessary to measure noise pollution. Have students check the school and surrounding areas to determine if there are areas where noise pollution is high. Have students suggest ways of reducing noise pollution.

5. Recycling: Have students look through the telephone book to see how many recycling stations are located in the host nation community. Have them identify the products that are being recycled. Take a study trip to a recycling plant. Have students learn the host nation terminology necessary to understand how the plant works.

6. Resource person: Have a guest speaker come to the class to explain how the recycling process works, what the costs are, and whether the recycled material can compete with new materials. Have students develop questions for the guest speaker prior to the visit.

7. Waste disposal: Take a study trip to a host nation waste disposal plant. Have students prepare questions to ask prior to going on the trip. Select interpreters for the trip. Teach the terms in the host nation language that students will need to know.

8. Landfill: Take a study trip to a host nation landfill site. Have students prepare questions to be answered prior to going on the trip. Students might ask about the amount of waste that is processed per day or per month and how much space is required for waste disposal. If possible, comparisons might be made of the amount of garbage from the American and the host nation community.

9. Litter: Have a litter pick-up project. This could be done on a beach, in a park, or forest. Contests could be held between team of students to determine who picked up the most litter.

10. Paper recycling: Plan with the class a project to recycle paper. Have students assume the responsibility for placing large boxes in each classroom, office, hallway, and cafeteria, and label them with a statement like, "Recycle - Save a Tree." Students should collect all the paper from the boxes at specific intervals and place them in a storage area until it can be taken to or picked up by the recycling center. Study trips could be incorporated into the project.

The project could be for a full year or for several months, depending on the interest. Students could investigate if any host nation schools are involved in recycling projects or conservation programs and join them. Host nation vocabulary should be studied dealing with these projects.

11. Glass recycling: Have students check if there are glass containers in the community for recycling glass. If there are, they should encourage use of them. A study trip to a glass recycling plant might be arranged.

12. Landscaping project: Check with the school administration about beginning a committee to beautify the school grounds. The committee could make plans to plant flowers, trees, to paint areas that need painting, and to beautify trash collection points by painting garbage cans. They might place trash cans or boxes in strategic locations to discourage littering. Plans could include summer and vacation projects.

13. Sculpture project: Designate specific times during the weeks, when litter or trash in and around the school will be collected. With the help of the art department, students could create a sculpture with the trash. The object could be labeled and placed somewhere to discourage littering. This project might include a host nation class.

14. Paper making: Have students recycle some of their own scrap paper by making paper. The following directions might be of use:

a. Cut paper into small pieces.
b. Soak it in water overnight.
c. Pulp paper by hand, with a mortar and a pestle, or by using a blender to refine the paper to a slush.
d. Make a frame and stretch tightly over one side of a piece of window screen. On the inside of the form place a second loose screen, large enough to overlap on the two ends, which can be lifted out of the frame.
e. After the water has drained through, lift out the inside screen with the paper pulp.
f. Turn over the screen with the paper pulp so that the pulp lies on a blotter or a soft absorbent cloth.
g. Press out excess water by using a blotter press or a board.
h. Remove from pressing and place in an area for drying. Obtain maximum air circulation.
i. If smooth paper is desired, sheet should be ironed.
j. If desired, student can place leaves in the pulp slush while in the framework.

It might be possible to do such an activity with a partner class or school.

15. Automobiles: Have students make a survey to determine if unleaded gasoline is available at community gas stations. If it is, which sells the best, low-lead or higher lead (super) gasoline? Will low-lead gasoline be available in the future? Estimate what percentage of land surface in the "downtown" area of your community is devoted to the use of the automobile.

16. Environment concern: When studying the host nation environment, the following activities might be used:

a. Obtain a diagram which illustrates the structure of your community. Determine which offices or divisions are responsible for the following areas. If no one is responsible, please note:

(1) Air pollution
(2) Water pollution
(3) Soil erosion
(4) Noise pollution (both nuisance noise and traumatic noise)
(5) Trees
(6) Recreation
(7) Solid waste disposal
(8) Economic development
(9) Beautification
(10) Traffic

b. Does your post or base have an energy conservation officer (Air Force) or an environmental officer (Army)? If so, how closely do they work with the host nation community? Is this a full time responsibility, or an extra duty activity? If this is a part-time function, attempt to determine what percentage of their time is devoted to energy conservation tasks. If possible, attempt to determine what major projects they are currently involved in.

17. Lifestyle and role of the citizen: It is often possible to tell something about the life style of individuals and of the community by observing some activities. Plan a trip through the community, and answer the following questions:

a. Does the community recycle materials? How?

b. Do they have a collection center for materials that can be recycled?

(1) What is picked up?
(2) To what degree is the collection center used?
(3) Where is the material taken for recycling?

c. Do stores in the community carry and accept returnable bottles? Which sells best, products in returnable bottles or those in throw-away containers?

d. Observe the volume of traffic at various points in the community. You might count the first 100 vehicles in each category below.

	bicycle	US POV	US Mil vehicle	Host Nation POV	HN truck buses
(1) Percent of vehicles with only the driver.	_____	____	_____	____	_____
(2) Driver and one passenger.	_____	____	_____	____	_____
(3) Driver and two passengers.	_____	____	_____	____	_____
(4) Driver and three or more passengers.	_____	____	_____	____	_____

e. To what extent are bicycle paths available?

f. Are there mass transportation facilities available?

g. Are low phosphate detergents available? If so, which sells best, low or high phosphate detergents?

h. Does the host nation community have an active policy or regulation regarding the following:

	POLICY	IMPLE-MENTED	ENFORCED
(1) Soil erosion and sedimentation control	_____	_____	_____
(2) Salt street spraying (winter use)	_____	_____	_____
(3) Noise level	_____	_____	_____
(4) Signs and outdoor advertising	_____	_____	_____
(5) Landscape and land use buffers	_____	_____	_____
(6) Sludge oil disposal	_____	_____	_____
(7) Littering	_____	_____	_____
(8) Air pollution	_____	_____	_____
(9) Water pollution	_____	_____	_____
(10) Solid waste disposal	_____	_____	_____
(11) Animal ordinances	_____	_____	_____

i. Which of the questions in "d" do students think the community should have a policy or ordinance to control?

18. Water Resources: The following activities might be used to study water resources:

a. Identify the surface water resources within the community boundaries:
   (1) Streams
   (2) Rivers
   (3) Ponds
   (4) Lakes

b. Make a sketch of the community, showing these bodies of water in relation to some of the principal human use areas which may have an impact on the water.

c. Survey one of the major water systems in the community, e.g., major river for evidence of the following:

	great evidence	some evidence	little evidence	no evidence
(1) Large person-made objects (old tires, etc.) in the water or on the banks?	_____	_____	_____	_____
(2) Small people-made objects (bottles, cans, papers, etc.) in the water or on the banks?	_____	_____	_____	_____
(3) Oil on the water?	_____	_____	_____	_____
(4) Silt in the water?	_____	_____	_____	_____
(5) Excessive plant growth?	_____	_____	_____	_____
(6) Slime on rocks or sticks in the water?	_____	_____	_____	_____
(7) Unnatural color to the water?	_____	_____	_____	_____
(8) Dead fish in the water?	_____	_____	_____	_____
(9) Noticeable odor?	_____	_____	_____	_____
(10) Erosion on the banks?	_____	_____	_____	_____
(11) Paths of compacted soil along banks?	_____	_____	_____	_____
(12) Trash being dumped on banks?	_____	_____	_____	_____

d. Where does the community obtain its water for domestic purposes?

e. How is the water treated for domestic purposes (the basic process)?

f. What are the provisions for waste-water treatment?
(1) Septic tanks:
(2) Sewage treatment:

g. What is the impact of any industry in or near the community on the water resources?

h. What forms of recreation have impact on the community water supply? How?

i. Does the community have an urban soil erosion and sedimentation ordinance?

j. Does the community have:

(1)	storm sewers?	yes _____	no _____	
(2)	sanitary sewers?	yes _____	no _____	
(3)	combined storm and sanitary sewers?	yes _____	no _____	
(4)	a sewage treatment plant?	yes _____	no _____	

k. Is the sewage from the community treated in the following ways:

(1)	Chlorinated?	yes _____	no _____	
(2)	Given primary treatment?	yes _____	no _____	
(3)	Given secondary treatment?	yes _____	no _____	
(4)	Given tertiary treatment?	yes _____	no _____	

l. Where is the treated sewage discharge located? Is there any noticeable difference between the water quality above and below the sewage treatment plant? Explain briefly.

m. Where does the community obtain its drinking water?

n. Does the community have a water supply treatment plant?
yes _____ no _____

o. Is the community's water supply:

(1)	chlorinated	yes _____	no _____	amounts _____		
(2)	softened	yes _____	no _____	amounts _____		
(3)	fluorided	yes _____	no _____	amounts _____		
(4)	filtered	yes _____	no _____			
(5)	aerated	yes _____	no _____			
(6)	settled	yes _____	no _____			

p. How do you pay for water supply treatment in the community?

q. How do you pay for sewage treatment in the community?

u. How long can the community rely on its present water sources?

r. What are the future plans for water resources when the present ones are exhausted?

s. Is the community taking advantage of the saleable by-products of sewage treatment?

u. List organizations, personnel, and phone numbers of those responsible for water conditions in your community.

v. Make a brief general statement about water quality in your community.

19. Land use: The following activities can be used during a study of the host nation environment and land use:

a. Does the host nation community have a planning organization?

b. Does the community have a master or long range building plan? If yes, how long range is it, and what are the major provisions of the plan?

c. Does the community have a zoning ordinance? If yes, what are some signs of the provisions of this ordinance?

d. Are there regulations to which construction projects must conform? If yes, what are some of the regulations?

e. Find a site where construction is in progress. Observe it and comment on the following:

(1) How was the site handled as the construction was implemented (topography, vegetation, etc.)?

(2) What was done with the top soil?

(3) Speculate about the following effects of water upon the site:

(a) What will happen to rain water during the construction?

(b) What will happen to silt and other materials which could be eroded during construction?

(c) When the construction has been completed, approximately what percent of the land surface will have impervious covering such as roads, houses, etc?

(d) Approximately how much of the land surface will provide soil moisture by infiltration?

(e) What will happen to rain water when the construction has been completed?

(f) What kind of water plan does the area have?

(g) Briefly state your opinion of how water problems are being handled in the development.

(h) How will sewage be handled?

(i) Why do you think this land was chosen for the construction?

(j) Are there any ecological or aesthetic provisions included in the planning of this construction?

f. Make a survey of the host nation community, and map the principal land use areas. Include housing, shopping, school, business areas, and open spaces.

20. Solid waste: A study of solid waste disposal could include the following activities:

a. What are the provisions for disposal of solid waste (garbage, trash, rubbish) in the community? Is there any recyclying?

b. Does the community operate a site for disposal of trash?

(1) Open dump?

(2) Incinerator?

(3) Sanitary landfill?

(4) Visual impact?

(5) Nearness of the site to bodies of water and related problems of runoff and presence of trash in the water near the site?

(6) Ground water contamination?

(7) Other problems?

(8) What can be done to alleviate the above problems?

c. Any evidence of indiscriminate dumping of trash?

d. How long can the community rely on the present disposal site?

e. What future plans in solid waste management are being considered by the community?

f. What will the land be used for after the disposal site has been completely filled?

g. What surprised the students about the conditions they viewed during the activity?

Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

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